University of Nebraska - Lincoln
DigitalCommons@University of Nebraska - Lincoln

Library Philosophy and Practice (e-journal) | Libraries at University of Nebraska-Lincoln

8-12-2019

Influence of Demographic Variables on the Utilization of Electronic Databases by University Lecturers in South-West, Nigeria

Kennedy Arebamen Eiriemiokhale CLN
Department of Library and Information Science, College of Information and Communication Technology, Kwara State University, Malete, Nigeria, kennedy.eiriemiokhale@kwasu.edu.ng

Follow this and additional works at: https://digitalcommons.unl.edu/libphilprac

 Part of the Library and Information Science Commons

Eiriemiokhale, Kennedy Arebamen CLN, "Influence of Demographic Variables on the Utilization of Electronic Databases by University Lecturers in South-West, Nigeria" (2019). *Library Philosophy and Practice (e-journal)*. 2683.
https://digitalcommons.unl.edu/libphilprac/2683

INFLUENCE OF DEMOGRAPHIC VARIABLES ON THE UTILIZATION OF ELECTRONIC DATABASES BY UNIVERSITY LECTURERS IN SOUTH-WEST, NIGERIA

Kennedy Arebamen Eiriemiokhale (CLN)
Department of Library and Information Science,
College of Information and Communication Technology,
Kwara State University, Malete, Nigeria,
kennedy.eiriemiokhale@kwasu.edu.ng

Abstract

The introduction of databases by university libraries has presented lecturers with opportunities of obtaining accurate, timely and up-to-date information with little effort. However, research reports revealed that usage of databases by university lecturers in Nigeria is influenced by their demographic characteristics. Hence, this study investigated the influence of demographic variables on the utilization of databases by university lecturers in South-west, Nigeria. The objectives of this study were to: (i) identify the types of databases available to lecturers in public universities in South-west, Nigeria; and (ii) establish the influence of demographic variables of university lecturers in South-west on the utilization of databases. The study adopted survey method. The population comprised 10,452 lecturers in public universities in South-west, Nigeria. Eight hundred and thirty six (836) lecturers were proportionately selected through multi stage sampling procedure across twelve universities. Questionnaire was used as instrument for data collection from the sample. Data were analysed using descriptive and inferential statistics at 0.05 level of significance. Findings of the study were that: (i) African Journal Online (90.3%), Directory of Open Access Journal (87.1%), International Research Journal (86.4%), Google Scholar (81.1%), Emerald (62.7%) among other databases were available to lecturers in public universities in South-west, Nigeria; (ii) demographic variables: job status ($F=11.66$, $p<0.05$) and age range ($F=4.62$, $p<0.05$) influence the use of databases by lecturers. The study concluded that that demographic variables: job status ($F=11.66$, $p<0.05$) and age range ($F=4.62$, $p<0.05$) influence the use of electronic databases by university lecturers. It therefore recommended that equal and more opportunities should be provided by university libraries to all lecturers in form of training and education on databases utilization to enable them access electronic databases with ease.

Keywords

Demographic variable; Electronic Databases; Influence; University Lecturers; Utilization

Introduction

A university is a citadel of learning where middle and high level manpower needed for the social, economic and political advancement of a nation are trained. University lecturers are engaged in teaching, research and community development as well as equip students with independent thinking skills. All these necessitate the use of information from various sources. The introduction of electronic databases by university libraries has presented lecturers with the opportunities of obtaining accurate, timely and up-to-date information with little or no effort.

Lecturers are in the art of educating students in order to bring out their talents, potentials and innate abilities for the service of the society. Similarly, lecturers strengthen the skills, knowledge, competencies, and abilities in graduates to survive, adapt and thrive in the fast changing world. They are involved in human capacity building, hence they need current and up-to-date information. The human capacity building efforts in universities involve teaching and training of students (Akpan & Etor, 2012).

Nwachukwu and Asom (2015) suggested that the roles of lecturers are geared towards achieving the university's goals as stated in the National Policy on Education (2017) which include: teaching; research; dissemination of existing and new information; pursuit of services to the community and being a store house of knowledge. To accomplish these responsibilities required timely information. Hence, university lecturers are expected to be in constant touch with current trends in knowledge to effectively and positively affect students' learning. In order to meet the increasing information needs of lecturers, Edem and Egbe (2016) asserted that the 21st Century has experienced a remarkable proliferation of electronic databases which have tremendously changed the information seeking attitude of researchers globally. Electronic

databases have been identified as the major sources for information dissemination in the universities, especially for lecturers.

Demographic variables have been described as major factors that may influence or predict the use of electronic databases by lecturers (Aramide, Ladipo & Adebayo, 2015). Similarly, scholars have theorized demographic factors as having the ability to determine the extent of use or non-use of electronic databases. Among the demographic factors that are often cited as having an influence on electronic databases use are gender; income; level of education and age (United Nations Development Programme, 2011). Also, Olatokun (2009) highlighted demographic factors such as income level, level of education, age, and gender as the key individual differences that determine the freedoms, capabilities and functioning's that relate to electronic databases use. That is, there are gaps in access to and use of electronic databases among gender, area of specialization, qualification, job status, marital status, age and years of experience of lecturers. Adepoju (2017) reported that gender is one of the factors that influence the use of electronic databases by lecturers in Nigerian universities. He reported that the use of electronic databases is higher among male lecturers than their female counterparts. This may be due to the fact that female lecturers are engaged with domestic activities such as keeping the home, catering for the welfare of children and husband among other domestic engagements. Thus not have sufficient time and opportunities to acquire the requisite ICT skills that will enable them utilize electronic databases (Adepoju, 2017).

Mufutau, Afolake and Oluwadamilare (2012) indicated that personal demographic variables as age, marital status and professional qualification have influential role on the usage of the electronic databases. According to Bar-llan, Bluma, Peritz, and Wolman, (2003), the most active users of electronic resources are the younger users. It is deduced from literature that young

lecturers use electronic databases more than the older lecturers. This is because most of the young lecturers are digital natives while the older lecturers are mainly digital migrants. Younger generations are brought up with computers. On the area of job status, it is implied that professionally young lecturers will use electronic databases more than their senior colleagues. This may be due to the fact that lecturers in the senior cadre hold management positions which engage them in committees and attend series of meetings. These engagements deprive lecturer's sufficient time to use electronic databases (Yildirin & Saka, 2006).

The objectives of the study are to:

i. identify the types of electronic databases available to lecturers in public universities in South-west, Nigeria; and
ii. investigate the influence of demographic variables of university lecturers in South-west on the utilization of electronic databases.

The following null hypotheses were formulated to guide this study:

H_{O1}: there is no significant difference between the male and female lecturers in the use of electronic databases in South-west, Nigeria.

H_{O2}: there is no significant difference among university lecturers in the use of electronic databases in South-west based on qualifications.

H_{O3}: there is no significant difference among university lecturers in the use of electronic databases in South-west based on job status.

H_{O4}: there is no significant difference among university lecturers in the use of electronic databases in South-west based on marital status.

H_{O5}: there is no significant difference among university lecturers in the use of electronic databases in South-west based on age range.

H_{O6}: there is no significant difference among university lecturers in the use of electronic databases in South-west based on years of teaching.

Literature Review

Demographic variables influences the usage of electronic databases (Sivathaasan, Achchuthan & Kajananthan, 2015). Scholars found that, personal demographic variables such as age, income level, gender, professional qualification have influential role on the usage of the electronic databases (Abu Qudais, Al-Adhaileh & Al-Omaril, 2010; Mufutau, Afolake, & Oluwadamilare, 2012).

Alampay (2006) while commenting on differences in capabilities and opportunities to access and use of ICT resources by people affirmed that while access to ICT is a prerequisite to use, the capability approach says that individual differences, capabilities and choice play a role on whether an individual will make use of these ICT resources. In a study conducted by Unegbu, Amaechi, Njoku and Opara (2015) on the influence of socio demographic variables on the use of ICT by lecturers in library schools in South-east and South-south zone of Nigeria. The descriptive survey design was adopted using questionnaire as the instrument for data collection. The results revealed that both the older and younger lecturers use ICT irrespective of their age. It showed that there is no significant difference between male and female in their use of ICT. The findings also revealed that the respondents who stated that their academic ranks motivate them in using ICT had 73.8% and that academic rank does not affect lecturers in their use of ICT. Lecturers are easily excited and do not feel anxious using ICT because of their academic ranks.

Aramide, Ladipo and Adebayo (2015) affirmed the influence of age on the use of ICT by reporting that young teachers make use of ICT resources more than the old people. According to the study, young teachers within the age range of 21-40 years were found to be more capable of

using the ICT resources than every other age group. One explanation for this is the fact that the ICT is a more recent development and that the young population would have had the benefit of being exposed to it in their schools. This was corroborated by Alampay's (2006) study in the Philippines that emphasised that the use of ICT is more pronounced among the younger generation. Yildirin and Saka (2006) in a study of technology adoption among medical faculty in a Turkish University found that lecturers whose ranks were lower than Professor had higher self-efficacy beliefs and were more likely to be early adopters of ICT.

On the issue of gender and electronic databases use, Aramide, Ladipo and Adebayo (2015) reported gender as a very influencing factor on ICT use. They reported that there is a gender digital divide, as result of high versus low literacy, high versus low income and rural urban divide. As far as education qualification is concerned, it was important, not only with respect to gaining the needed skills to use ICT, but also with respect to people's motivation to even use ICT. Olatokun (2009) emphasised that level of education had the strongest influence on the use of ICT as most of the people that use ICT are mainly educated people. Aramide, Ladipo and Adebayo (2015) also asserted that those with higher education levels are more likely to use ICT because they may have more skills and chances to go online. At the same time, the role of formal education in building teachers equipped with ICT skills is currently the subject of debate.

Aramide, Ladipo and Adebayo (2015) reported academic discipline as another demographic factor that determines the adoption and use of ICT by teachers. They reported a significant difference between academic disciplines of teachers. The relationship between years of experience of lecturers and ICT use was also investigated by various scholars with the results showing variations in findings. For example, Mueller, Wood, Willoughby, Ross, and Specht (2008) investigated the discriminating variables between teachers who fully integrate computers

and teachers with limited integration and found no significant relationship between teaching experience of teachers and their use of ICT in teaching. This is also corroborated by Abu-Obaideh, AbRahim, Ramlah, and Asimiran (2012) study that revealed no significant relationship between teachers' years of experience and ICT use in teaching process. This result is however inconsistent with the results of the study conducted by Inan and Lowther (2009) which revealed that years of teaching experiences affect teachers' use of computer in a negative manner. These are pointers to the fact that demographic variables do have implications on ICT use by teachers.

Sivathaasan, Achchuthan and Kajananthan (2013) investigated the demographic variables of university lecturers and usage of electronic information resources in Sri Lanka. A Survey research design was adopted in the study. The population consisted of two hundred and ninety four (294) university lecturers. The questionnaire was the instrument used. The t test result revealed a statistically difference between the mean number of usage of electronic databases. That male lecturers had (M = 3.7472, s = .36134) and female lecturers had (M = 3.1231, s = .66549), t (73) = 5.099, p = .000, α = .05. Also, the F-test clearly indicated that there is a significant mean difference between usage of electronic databases and experiences of the lecturers.

Okiki and Asiru (2011) examined the factors that influence the use of electronic information sources among postgraduate students. The study covered six Universities in the South-west, Nigeria namely; University of Ibadan, University of Lagos, Olabisi Onabanjo University, Ogun State; Federal University of Technology, Akure; University of Agriculture Abeokuta and Lagos State University. The results show that males seem to enjoy browsing on the internet for enjoyment while female tend to only use it for work related purpose.

On his part, Tenopir (2003) investigated the use and users of electronic library resources: an overview and analysis of recent research studies using the University of Tennessee, Knoxville as a case. The findings revealed that there is some evidence that younger users are more enthusiastic adopters of digital resources than older users. The study revealed that younger users rely on electronic resources more heavily and rate themselves more expert in using them than older users. Age is a variable which have been found to correlate with computers and use of electronic resources, according to Okiki and Asiru (2011) younger generations are brought up with computers. It also found that there was a significant age difference on the computer task, as measured by older adults making few correct decisions and taking longer time to make their decisions than younger adult.

According to Islam (2011), the level of education, programme of study, age and gender were found to be significant in the effectiveness of digital library on e-learning. However race and marital status were found to have no significant effect on the effectiveness of e-learning system. Therefore it is indicated that respondents with higher level of education may have accepted using e-learning tools, which includes online resources such as library portal as a learning programme and therefore contribute to the effectiveness of the e-learning system. Many education organizations today practices the electronically learning method known as the e-learning that used the CD ROM, Internet, video conferencing, satellite transmissions, e-books, e-journals, OPAC, library portal etc.

Methodology

The study adopted descriptive research design of correlational type. Correlational design uses the correlational statistic to describe and measure the degree or association (or relationship) between two or more variables or sets of scores (Creswell, 2014). Correlational design was

adopted because is suitable for establishing relationship between variables. Correlation research is grounded in interactions of one variable to another. In correlation research, the degree to which the variables are related is important as well as the direction of the relationship (Lunenburg & Irby, 2008). The population comprised 10,452 lecturers in public universities in South-west, Nigeria. Sample size of 836 was proportionately selected using Research Advisor (2006) at 95% confidence level and 0.035 margin of error. Questionnaire was used as instrument for data collection from the sample that was selected through multi stage sampling procedure across twelve universities. Data were analysed using descriptive and inferential statistics at 0.05 level of significance.

Data Analysis and Discussions

Response Rate

A total of 836 copies of the questionnaire were distributed, out of which 815 (98.0%) copies were returned representing response rate. However, after a thorough examination of the returned copies, 804 (96.0%) were properly completed and found usable for the analysis.

Gender Distribution of the Respondents

Figure 1 presents the distribution of the respondents by gender.

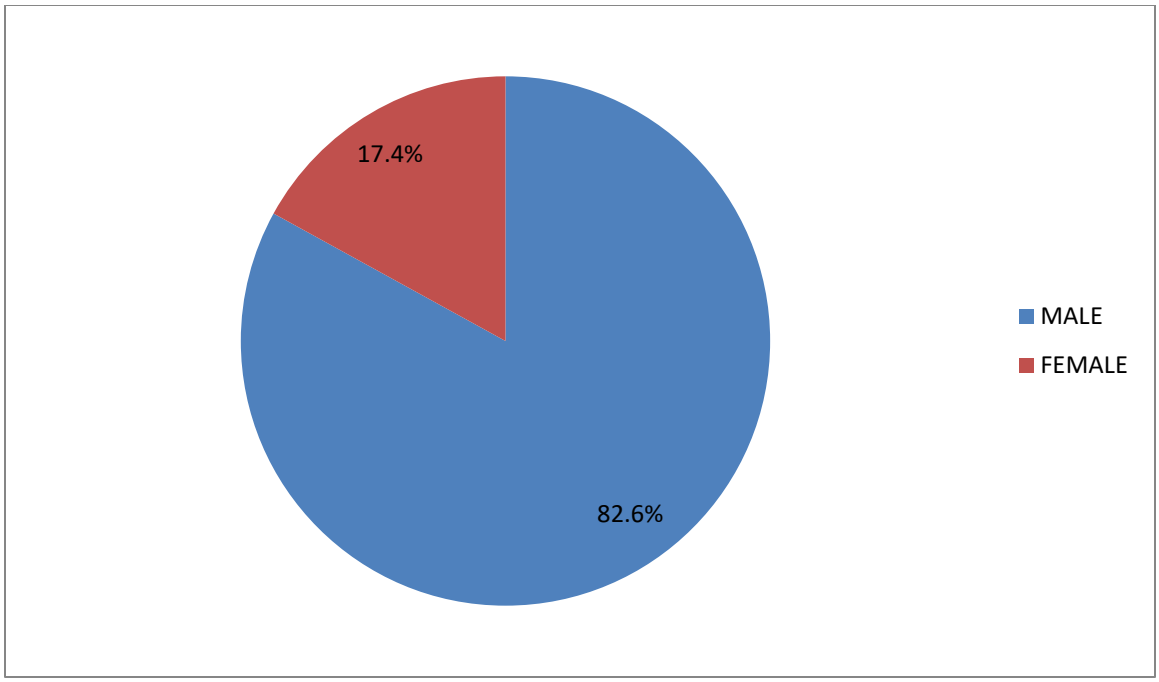


Fig. 1: Gender Distribution of the Respondents

Figure 1 shows that majority of the respondents 664 (82.6%) were male.

Distribution of the Respondents by Educational Qualification

Figure 2 presents the distribution of the respondents by educational qualification.

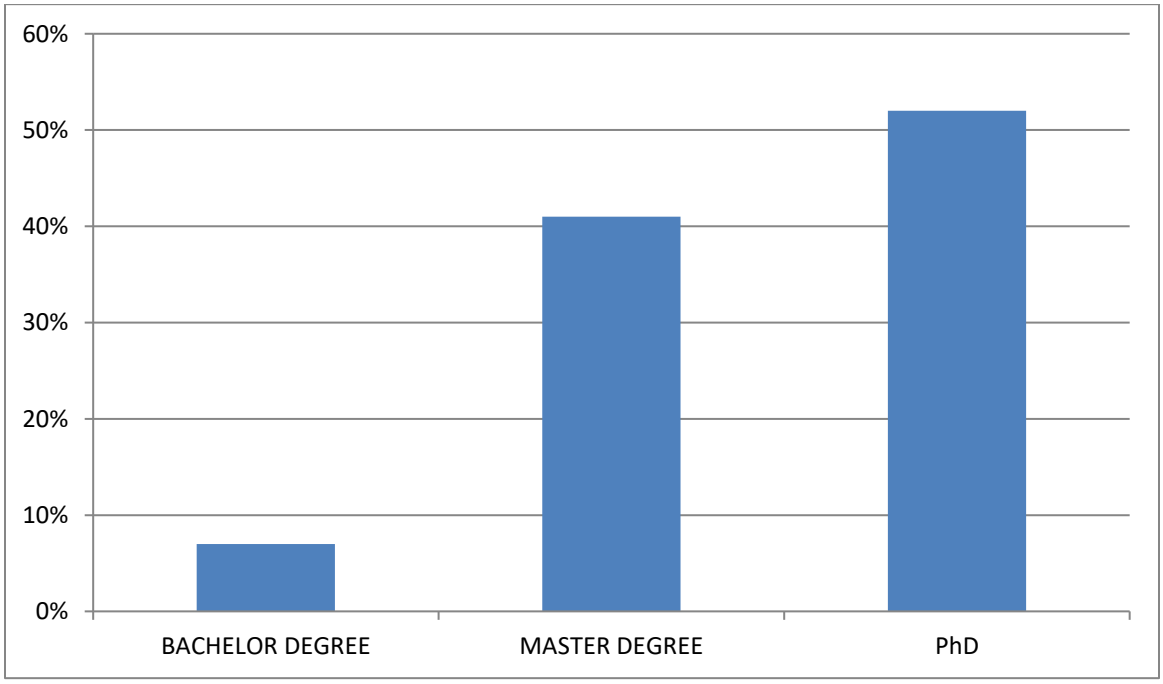


Fig. 2: Distribution of the Respondents by Educational Qualification

Figure 2 reveals the educational qualification of the respondents. It shows that majority of the respondents 422 (52.5%) were PhD holders.

Distribution of the Respondents by Job Status

Figure 3 presents the distribution of the respondents by job status.

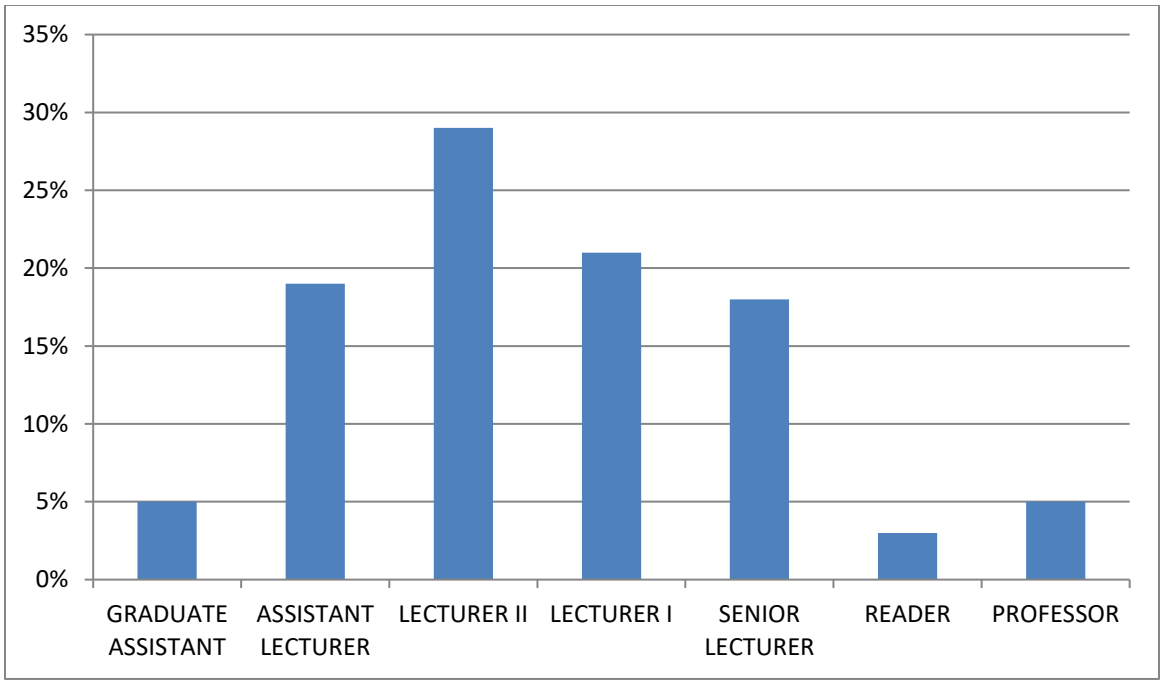


Fig. 3**:** Distribution of the Respondents by Job Status

Figure 3 revealed that majority of the respondents 232 (28.9%) were Lecturer II.

Distribution of the Respondents by Marital Status

Figure 4 presents the distribution of the respondents by marital status.

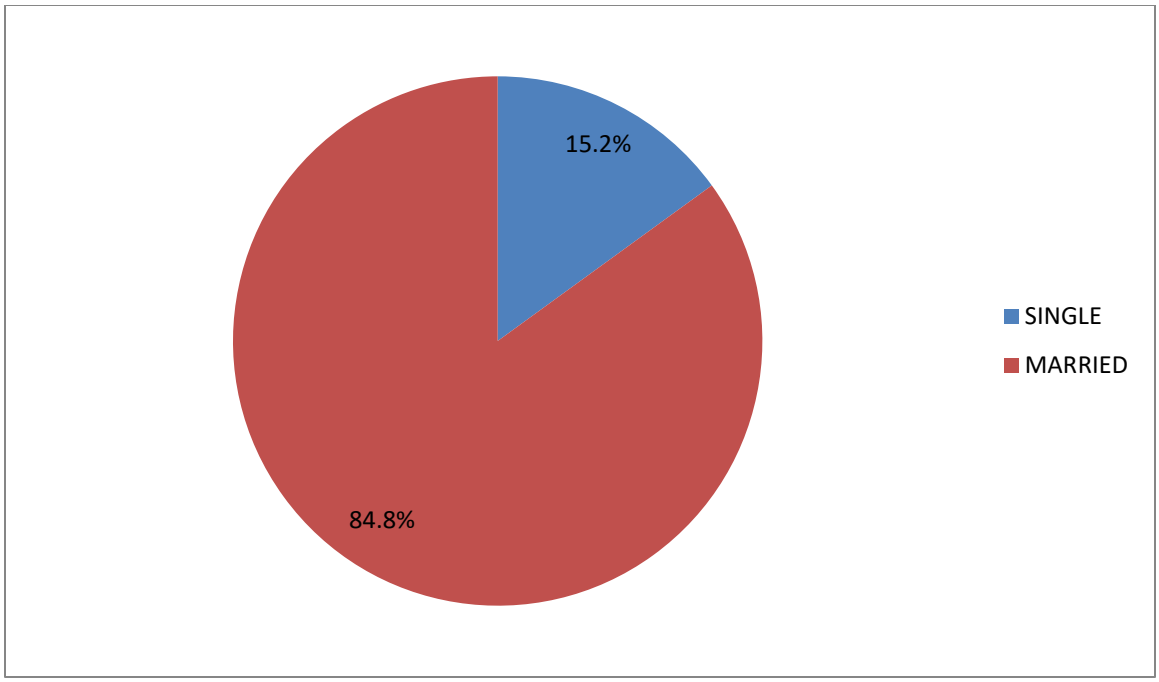


Fig. 4: Distribution of the Respondents by Marital Status

Figure 4 reveals the marital status of the respondents. It shows that majority of the respondents 682 (84.8%) were married.

Distribution of the Respondents by Age

Figure 5 presents the distribution of the respondents by age.

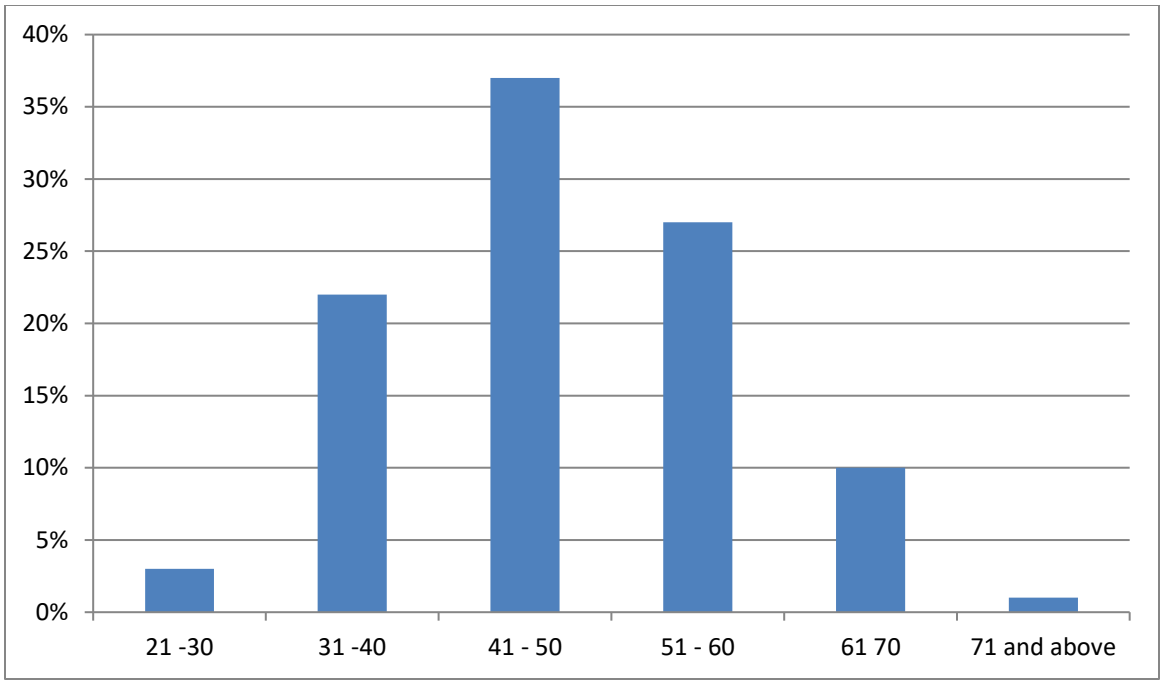


Fig. 5: Age Range of the Respondents

Figure 5 shows the distribution of respondents by age range. The table revealed that majority of the respondents 295 (36.7%) were within the age group of 41 to 50.

Distribution of the Respondents by Years of Work Experience

Figure 6 presents the distribution of the respondents by years of work experience.

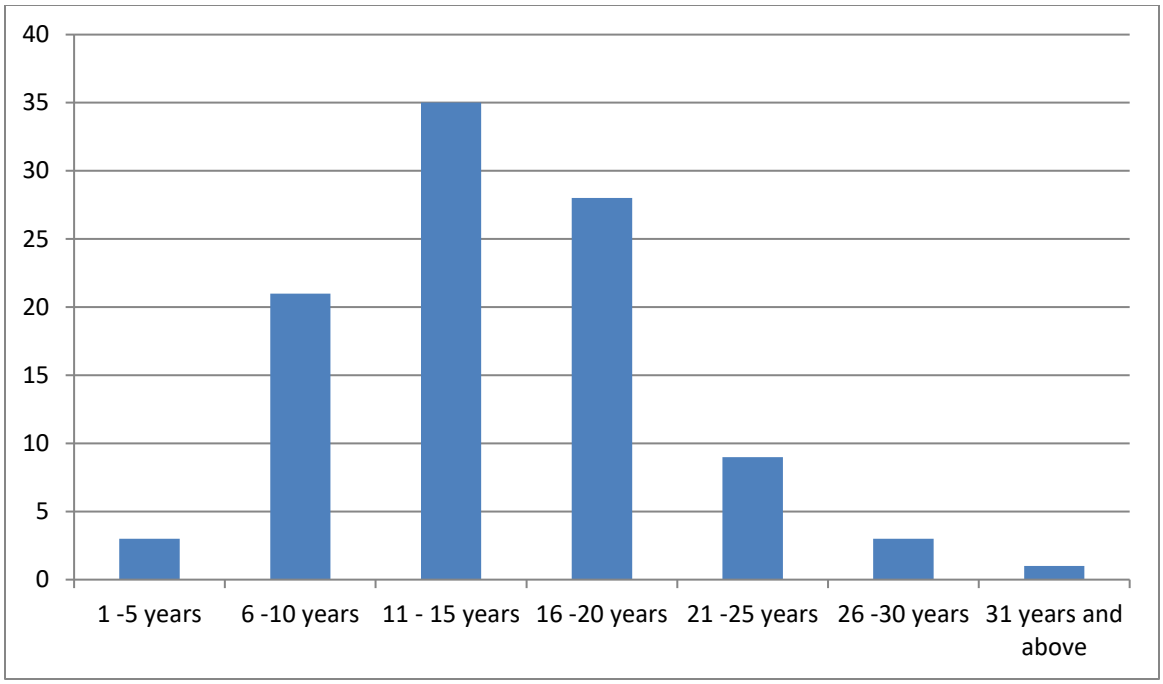


Fig. 6: Distribution of the Respondents by Years of Work Experience

Figure 6 shows the distribution of respondents based on their years of work experience. The table reveals that majority of the respondents 282 (35.1%) has 11 to 15 years work experience.

Research Question 1: What types of databases are available to university lecturers in South-west, Nigeria?

In order to ascertain the types of databases available to university lecturers in South-west, Nigeria, A list of common electronic databases were presented to the respondents. The findings are presented in Table 1.

Table 1 shows the types of databases available to university lecturers in South-west, Nigeria.

Table 1: Types of Databases Available to University Lecturers in South-west, Nigeria

S/N	Available Databases	Available		Not Available		Remark
		F	%	F	%	
1.	AJOL (African Journal Online)	726	90.3	78	9.7	Available
2.	DOAJ (Directory of Open Access Journal)	700	87.1	104	12.9	Available
3.	International Research Journal	695	86.4	109	13.6	Available
4.	Google Scholar	652	81.1	152	18.9	Available
5.	Educational Resources Information Centre (ERIC)	510	63.4	294	36.6	Available
6.	Encyclopaedia of Life Support System	471	58.6	333	41.4	Available
7.	World Bank	467	58.1	337	41.9	Available
8.	Database of African Thesis and Dissertation (DATAD)	509	63.3	295	36.7	Available
9.	Academic Library Online	700	87.1	104	12.9	Available
10.	INASP (International Network for the Availability of Scientific Publications)	504	62.7	300	37.3	Available
11.	National Virtual Library	576	71.6	228	28.4	Available
12	JSTOR	504	62.7	300	37.3	Available
13	Cambridge Journals	500	62.2	304	37.8	Available
14	Chicago Journals	433	53.9	371	46.1	Available
15	Emerald	504	62.7	300	37.3	Available
16	Science Direct	472	58.7	332	41.3	Available
17	TEEAL (The Essential Electronic Agricultural Libraries)	439	54.6	365	45.4	Available
18	AGORA	180	22.4	624	77.6	Not Available
19	Sage Online Journal	294	36.6	510	63.4	Not Available
20	Ebscohost	280	34.8	524	65.27	Not Available
21	Digital Library for Earth System Education Online	285	35.4	519	64.6	Not Available
22	Sage OARE	213	26.5	591	73.5	Not Available
23	HINARI (Health Internet-Work Access Research Information)	284	35.3	520	64.7	Not Available
24	Bookboon	214	26.6	590	73.4	Not Available
25	BioMed Centre	104	12.9	700	87.1	Not Available
Average Frequency and Percentage		**449**	**55.8**	**355**	**44.2**	**Available**

Source: Researcher's Field Survey, 2018

The results in Table 1 revealed the electronic databases available to university lecturers in South-west, Nigeria. On the overall, 449 (56%) respondents indicated that various common

electronic database were available to university lecturers, while 355 (44%) indicated not available. This implies that even though some various common electronic databases are available to university lecturers in South-west, Nigeria, a lot of electronic databases were also not available. It was found that databases such as AJOL, DOAJ, Science Direct, International Research Journal, World Bank, National Virtual Library, JSTOR, Cambridge Journal, Chicago Journal, Emerald, Google Scholar, TEEAL, INASP, Academic Library Online, DATAD, Encyclopedia of Life Support System and ERIC were available in university libraries in South-west, Nigeria. This finding is in agreement with Abubakar and Akpor (2017) who reported that electronic information databases were available to agricultural scientist in federal university libraries in North-cental Nigeria. This finding is also in consonance with Tiemo (2016) who revealed that electronic information resources databases were available in federal and state university libraries in South-south, Nigeria. Similarly, Ani and Ahiauzu (2008) had earlier observed that there are available electronic information resources databases in some Nigerian university libraries either through free based access or fees based Subscription.

Meanwhile, it was also found that some databases like HINARI, AGORA, Sage OARE, BioMed Centre, Bookboon, Ebscohost, Sage Online Journal and Digital Library for Earth System Education Online were not available in the university libraries in South-west, Nigeria. This situation confirms the report of Tiemo and Ateboh (2015) who stated that lack of funds have limited university libraries in Nigeria in providing electronic databases and other facilities to users.

The availability of these databases in university libraries in South-west, Nigeria can be attributed to the current trends in information packaging and dissemination especially in the field of science. The non-availability of some of these databases could be attributed to poor financial

support to the library by the university management. Most public university libraries in Nigeria heavily rely on TETFund support for their funding which is usually insufficient.

Hypothesis 1: There is no significant difference between the male and female lecturers in the use of databases in South-west, Nigeria

Table 2 presents the difference between the mean ratings of male and female lecturers on the usage of electronic databases in universities in South-west, Nigeria.

Table 2: t-test of the Difference between the Mean Ratings of Male and Female Lecturers on the Usage of Electronic Databases in Universities in South-west, Nigeria (n=804)

Group	**N**	**Mean ($\overline{X}$)**	**SD**	**df**	**Cal. t value**	***p*-value**	**Decision**
Male	664	52.22	9.94	802	1.44	0.15	Accepted
Female	140	53.59	11.15				

Source: Researcher's Field Survey, 2018

Table 2 revealed that there were 664 male lecturers and 140 female lecturers that responded to the questionnaire constructs. The male and female lecturers' responses showed that they sometimes utilize electronic databases ($\overline{x}$ = 52.22; SD = 9.94) and ($\overline{x}$ = 53.59; SD = 11.15). The table revealed that there was no significant difference between the mean ratings of male and female lecturers on the usage of electronic databases (t_{802} = 1.44, p>0.05). Therefore, hypothesis 1 was accepted. This implies that male and female lecturers do not differ in their responses regarding the usage of electronic database.

This finding is in consonance with Oyeniyi (2013) who investigated the gender differences in information retrieval skills and use of electronic resources among information professionals in South–western Nigeria and finds that there was no statistically significant difference in the use of electronic resources on the basis of gender. The finding however negates the findings of Sivathaasan, Achuthan and Kajananthan (2013) who reported that there is a statistically significant mean difference between the mean numbers of usage of electronic

information resources of male and female university teachers. They reported that male have the highest mean usage of electronic information resources.

This finding implies that gender is no longer a predictor of electronic databases usage. Both males and females lecturers seem to enjoy using electronic databases for teaching and research. Both male and female university lecturers in South-west, Nigeria now have equal databases usage ability.

Hypothesis 2: There is no significant difference among university lecturers in the use of databases in South-west based on qualifications.

Table 3 presents the Analysis of Variance result of mean difference in the use of electronic databases by university lecturers in South-west, Nigeria based on educational qualification.

Table 3: Analysis of Variance Result of Mean Difference in the Use of Electronic Databases by Lecturers Based on Educational Qualification (n=804)

Sources	Sum of Squares	df	Mean Squares	Cal. F value	*p*-value	Decision
Between Groups	294.75	2	147.37			
Within Groups	82692.89	801	103.24	1.43	.24	Accepted
Total	82987.65	803				

Source: Researcher's Field Survey, 2018

The result of analysis of variance as presented in Table 3 revealed that the calculated value of F was 1.43 and the observed probability value is 0.24 which is greater than the fixed probability value of 0.05 (p>0.05). This indicated that hypothesis 2 that stated that there is no significant difference between the educational qualifications of university lecturers and use of databases was accepted. This implies that university lecturers' usage of databases does not differ significantly based on educational qualification. This finding in disagreement with Korobili, Tilikidou and Delistavrou (2005) who also found that the use of e-sources is higher in the School

of Business Administration and Economics among those who hold a PhD degree and among younger members of the faculty.

This finding implies that university lecturers' use of electronic databases is not influenced by their educational qualification, but their computer competence.

Hypothesis 3 There is no significant difference among university lecturers in the use of databases in South-west based on job status.

Table 4 presents the Analysis of Variance result of mean difference in the use of electronic databases by university lecturers in South-west, Nigeria based on job status.

Table 4: Analysis of Variance Result of Mean Difference in the Usage of Electronic Databases by Lecturers Based on Job Status (n=804)

Sources	Sum of Squares	df	Mean Squares	Cal. F value	*p*-value	Decision
Between Groups	6698.55	6	1116.42			
Within Groups	76289.10	797	95.72	11.66	0.00	Rejected
Total	82987.65	803				

Source: Researcher's Field Survey, 2018 $p < .05$

The result of analysis of variance as presented in Table 4 revealed that the calculated value of F was 11.66 ($F_{803} = 11.66$) and the observed probability value is 0.00 which is less than the fixed probability value of 0.05 ($p<0.05$). This indicated that hypothesis 3 that stated that there is no significant difference in the usage of electronic databases by lecturers based on Job Status was rejected. This implies that, lecturers' usage of electronic databases differ significantly based on their job status.

Table 5: Duncan Multiple Range Test (DMRT) Showing the Differences in the Usage of Electronic Databases by Lecturers Based on Job Status (n=804)

Job Status	Group	N	Mean	Duncan Groupings
Graduate Asst.	1	40	47.80	A
Asst. Lecturer	2	155	55.71	B
Lecturer II	3	232	51.23	C

Lecturer I	4	166	49.06	D
Senior Lecturer	5	148	54.55	E
Reader	6	24	52.38	F
Professor	7	39	58.18	G

Table 5 shows the DMRT indicating the significant difference noted in the ANOVA on Table 4. All the groups significantly differed in the mean scores. All the groups differed from one another but the significant difference noted was as a result of the mean of Group 7 with the highest mean score, hence the significant difference noted in the ANOVA on Table 4 was brought about by respondents who were professors. Therefore, hypothesis 7 is rejected.

This finding implies young lecturers rate the usage of electronic databases higher than the senior lecturers. This is the reality because most of the young lecturers are digital natives while the senior lecturers are mainly digital migrants. Younger generations are brought up with computers.

Hypotheses 4: There is no significant difference among university lecturers in the use of databases in South-west based on marital status.

Table 6 presents the t-test of the difference among the mean ratings of university lecturers in South-west on the usage of databases based on marital status

Table 6: t-test of the Difference between the Mean Ratings of Lecturers on the Usage of Databases Based on Marital Status (n=804)

Group	**N**	**Mean ($\overline{X}$)**	**SD**	**df**	**Cal. t value**	***p*-value**	**Decision**
Single	122	52.35	9.92	802	0.13	.99	Accepted
Married	682	52.48	10.22				

Source: Researcher's Field Survey, 2018 $p>0.05$

Analysis of data in Table 6 revealed that there were 122 single lecturers and 682 married lecturers that responded to the questionnaire constructs. The singles and married lecturers' responses showed that they sometimes utilize electronic database ($\bar{x}$ = 52.35; SD = 9.92) and ($\bar{x}$

= 52.48; SD = 10.22). Their responses are close to the mean as the standard deviations are very low. The table revealed that there was no significant difference between the mean ratings of married and single lecturers on the usage of electronic databases (t_{802} = 0.13, p>0.05). Therefore, hypothesis 4 was accepted. This implies that the singles and married lecturers do not differ in their responses regarding the usage of electronic databases.

. This finding is at variance with Adepoju (2017) who revealed that there was significant difference in the utilisation of ICT between married and unmarried students. Majority of the respondents were single students. It also contradicts Adetimirin (2008), who reported that most of the ICT users were single. This could be due to the fact that married lecturers are now employing the services of house help to attend to such domestic activities in form of caring for their children, husbands and other family members or relatives which may have prevented them from having enough time to use the electronic databases like their counterparts that are not married.

Hypothesis 5: There is no significant difference among university lecturers in the use of databases in South-west based on age range.

Table 7 presents the Analysis of variance result of mean difference among university lecturers in the use of databases in South-west based on age range.

Table 7: Analysis of variance Result of Mean Difference in the Age Range of Lecturers and their Usage of Electronic Databases (n=804)

Sources	Sum of Squares	df	Mean Squares	Cal. F value	*p*-value	Decision
Between Groups	2335.24	5	467.05			
Within Groups	80652.41	798	101.07	4.62	0.00	Rejected
Total	82987.65	803				

Source: Researcher's Field Survey, 2018

The result of analysis of variance as presented in Table 7 revealed that the calculated value of F was 4.62 ($F_{803} = 4.62$) and the observed probability value is 0.00 which is less than the fixed probability value of 0.05 ($p<0.05$). This indicated that hypothesis 5 that stated that there is no significant difference between the age range of lecturers and use of databases was rejected. This implies that the use of database by lecturers differ significantly within age ranges.

Table 8: Duncan Multiple Range Test (DMRT) Showing the Differences in the Age Range of Lecturers and their Usage of Electronic Databases (n=804)

Age Range	**Group**	**N**	**Mean**	**Duncan Groupings**
21-30	1	25	48.40	A
31-40	2	176	51.90	B
41-50	3	295	52.10	C
51-60	4	214	54.92	D
61-70	5	82	49.95	E
71 & Above	6	12	51.25	F

Table 8 shows the DMRT indicating the significant difference noted in the ANOVA on Table 7. All the groups significantly differed in the mean scores. All the groups differed from one another but the significant difference noted was as a result of the mean of Group 4 with the highest mean score, hence the significant difference noted in the ANOVA on Table 7 was brought about by respondents who were between 51-60 years in age range. Therefore, hypothesis 5 was rejected. This finding is supported by previous findings of Sivathaasan, Achchuthan and Kajananthan (2013) who revealed that usage of electronic information resources differs significantly among age group. Adepoju (2017) also indicated that there was significant difference in the utilisation of ICT facilities among users of different age groups.

This finding implies that young lecturers rate the usage of electronic databases higher than the older lecturers. This is the reality because most of the young lecturers are digital natives while the older lecturers are mainly digital migrants. Younger generations are brought up with

computers. Older lecturers may not have had as much exposure to computers, resulting in increased computer anxiety.

Hypothesis 6: There is no significant difference among university lecturers in the use of databases in South-west based on years of teaching.

Table 9 presents the Analysis of Variance result of mean difference in lecturers' usage of electronic databases based on years of teaching.

Table 9: Analysis of Variance Result of Mean Difference in Lecturers' Usage of Electronic Databases based on Years of Teaching (n=804)

Sources	Sum of Squares	df	Mean Square	Cal. F value	*p*-value	Decision
Between Groups	1067.45	6	177.91			
Within Groups	81920.19	797	102.79	1.73	0.11	Accepted
Total	82987.65	803				

Source: Researcher's Field Survey, 2018

Table 9 revealed that the calculated value of F was 1.73 ($F_{803} = 1.73$) and the observed probability value is 0.11 which is greater than the fixed probability value of 0.05 ($p>0.05$). This indicated that hypothesis 6 which stated that there is no significant difference in difference between the work experience of lecturers and use of databases was accepted. This implies that, lecturers' usage of databases does not differ significantly based on years of teaching. This finding contradicts the previous study of Xhaferi, Bahiti and Farizi (2018) who reported that there is a significant difference in attitudes towards e-learning with different teaching experience groups.

This result implies that the use of electronic databases by lecturers is not influenced by their work experience. This may be due to the fact that the use of technology is a product of ICT skills. Younger lecturers seem to possess higher ICT skills.

Summary of Findings

Findings of the study were that:

i. African Journal Online (90.3%), Directory of Open Access Journal (87.1%), International Research Journal (86.4%), Google Scholar (81.1%), Emerald (62.7%) among other databases were available to lecturers in public universities in South-west, Nigeria;

ii. There was no significant difference between the mean rating of male and female lecturers' usage of electronic databases.

iii. There was no difference between the educational qualifications of university lecturers and usage of databases. It shows that university lecturers' usage of databases does not differ significantly based on educational qualification.

iv. University lecturers' usage of electronic databases differs significantly based on their job status. The significant difference noted in the result was brought about by respondents who were professors.

v. There was no significant difference between the mean ratings of married and single lecturers on the usage of electronic databases.

vi. The usage of databases by university lecturers in South-west, Nigeria differ significantly within age ranges. The significant difference noted in the result was brought about by respondents who were between 51-60 years in age range.

vii. University lecturers' usage of electronic databases does not differ significantly based on their work experiences.

Conclusion

The growing usage of electronic databases among university lecturers in South-west Nigeria assists in teaching and research. It was clear from the findings that demographic variables such as job status ($F=11.66$, $p<0.05$) and age range ($F=4.62$, $p<0.05$) influence the use of electronic databases by university lecturers in South-west, Nigeria.

Recommendations

Based on the findings of this study, the following recommendations were made:

i. Equal and more opportunities should be provided by university libraries to all lecturers in form of training and education on databases utilization to enable them access electronic databases with ease.

ii. Gender should not be a factor to consider at the point of determining the personnel for capacity building and development in Nigerian universities.

iii. Government and University management should make more relevant electronic resources available in university libraries and encourage usage of the resources by removing all obstacles to accessibility.

.

References

Abu-Obaideh, A., Ab-Rahim, B., Ramlah, H. & Asimiran, S. (2012). Effects of demographic characteristics, educational background, and supporting factors on ICT readiness of technical and vocational teachers in Malaysia. *International Education Studies, 5*(6), 229-240.

Abu-Qudais, M., Al-Adaile, H. M. & Al-Omari, A. (2010). Senior faculty members' attitudes in Jordanian universities towards using information and communication technology. *International Arab Journal of E-Technology*, *1*(1), 135–141.

Adetimirin, A. A. (2008). *Factors affecting undergraduates' use of information and communication technology in selected Nigerian Universities*. (Doctoral Thesis). University of Ibadan, Ibadan.

Adepoju, O. E. (2017). Demographic factors affecting ICT utilisation by undergraduate students in some selected universities in Nigeria. *International Journal of Library and Information Science Studies, 3*(2), 20-33. Retrieved from http//:www.eajournals.org.

Akpan, C. P. & Etor, C. R. (2012). Challenges of human capacity development in federal universities in Akwa Ibom and Cross River States, Nigeria. *Journal of Education and Practice, 3*(9), 24-34.

Alampay, E. (2006). *Analyzing socio-demographic differences in the access & use of ICTs in the Philippines using the capability approach*. NCPAG, University of the Philippines.

Aramide, K. A., Ladipo, S. O. & Adebayo, I. (2015). Demographic variables and ICT access as predictors of information communication technologies' usage among science teachers in federal unity schools in Nigeria. *Library Philosophy and Practice (e-journal).* Retrieved from http://digitalcommons.unl.edu/libphilprac/1217.

Bar-llan, J., Peritz, B. C. & Wolman, Y. (2003). A survey of the use of electronic databases and electronic journals accessed through the web by the academic staff of Israeli universities. *Journal of Academic Librarianship* 29 (1), 346-361.

Cresswell, J. W. (2014). *Research design: Qualitative and quantitative approaches*. London: Sage publications.

Edem, N. B. & Egbe, N. (2016). Availability and utilization of electronic resources by postgraduate students in a Nigerian university library: A case study of University of Calabar, Nigeria. *Information and Knowledge Management*, *6*(2), 60-69. Retrieved from http//:www.iiste.org.

Federal Republic of Nigeria (2017). *National policy on education* (7th Ed.). Abuja: NERDC Press.

Inan. I, A. & Lowther. D. L. (2009). Factors affecting technology integration in K-12 classrooms: A path model. *Education Tech Research Dev., 58*(2), 137-154. Doi.org/10.1007/s11423-009-9132.

Islam, M. A. (2011. Effect of demographic factors on e-learning effectiveness in a higher learning Institution in Malaysia. *International Education Studies, 4*(1), 4-7.

Korobili, S., Tilikidou, I. & Delistavrou, A. (2005). Factors that influence the use of library resources by faculty members. *Library Review: Emerald Group Publishing Limited,* 55 (2), 91-105. Doi: 10.1108/00242530610649594

Lunenburg, F. C. & Irby, B. J. (2008). *Writing a successful thesis or dissertation: Tips and strategies for students in the social and behavioural sciences*. Califonia: Corwin Press.

Mueller, J., Wood, E., Willoughby, T., Ross, C. & Specht, J. (2008). Identifying discriminating variables between teachers who fully integrate computers and teachers with limited integration. *Computers & Education, 51*(1), 1524-1535. Retrieved from: www.sciencedirect.com.

Mufutau, D. A., Okunlaya, R. O. A, & Oluwadamilare, I. R. (2012). Influence of demographic factors on the use of digital library by the post graduate students in private universities: A case study of Babcock and Covenant University in Ogun State. *Information and Knowledge Management, 2*(5), 10–18.

Nwachukwu, V. N. & Asom, F. (2015). Utilisation of computer technology for academic work by lecturers of university of Jos Nigeria. *International Journal of Library and Information Science Studies, 1*(2), 14-22. Retrieved from http//:www.eajournal.org.

Okiki, O. C & Asiru, S. M . (2011). Use of electronic information sources by postgraduate students in nigeria: Influencing factors. *Library Philosophy and Practice.* Retrieved from http://www.Uidaho.Edu/Mbohn/amireekhabhazan.htm

Olatokun, W. M. (2009). Analysing socio-demographic differences in access and use of ICTs in Nigeria using the capability approach. *Issues in Informing Science and Information Technology, 6(*1), *479-486.*

Oyeniyi, A. S. (2013). Gender differences in information retrieval skills and use of electronic resources among information professionals in South-west Nigeria. *International Journal of Library and Information Sciences, 5* (7), 209-215. Doi: 10.5897/IJLIS12.044

Sivathaasan, N., Achchuthan, A. & Kajananthan, R. (2013). Demographic variables of university teachers and usage of electronic information resources: A case in Sri Lanka. *International Journal of Business and Management, 8*(19), 90-98. Doi: 10.5539/ijbm.v8n19p90.

Tenopir, C. (2003). *Use and users of electronic library resources: An overview and analysis of recent research studies*. Washington D. C.: Council on Library and Information Resources.

Unegbu, M., Amaechi, N., Njoku, I. & Opara, I. (2015). Influence of socio-demographic variables on the use of information and communication technology by lecturers in library schools in South-east and South-south Zones of Nigeria. *International Journal of Humanities & Social Science Studies (IJHSSS), 11(*11), 279-289. Retrieved from http://www.ijhsss.com.

United Nations Development Programme (2011). *Promoting ICT for human development programme*. A Pionnering Regional Human Development Report in Asia. Retrieved from http://www.apdip.net/projects/rhdr/resources/

Yildirim, S. & Saka, O. (2006). Technology adoption of medical faculty in teaching: differentiating factors in adopter categories. *Journal of Educational Technology & Society, 9*(2), 213-222. Retrieved from https://www.learntechlib.org/p/74893/

Xhaferi, G., Bahiti, R. & Farizi, A. (2018).Investigation of lecturer' attitudes towards e-learning according to demographic variables. *European Journal of Formal Sciences and Engineering, 1*(1), 11-16.